DOCUMENT RESUME

ED 334 769 EC 300 515

AUTHOR	Roessler, Richard T.; Johnson, Virginia A.
TITLE	Vocational Coping Training: Leader's Manual, Short Form.
INSTITUTION	Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS AGENCY	National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE	90
CONTRACT	G0083C0010
NOTE	109p.; For related documents, see EC 300 514-517.
AVAILABLE FROM	University of Arkansas, Arkansas Research & Training Center, P.O. Box 1358, Hot Springs, AR 71902 ($8.00).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Coping; *Disabilities; Feedback; High Schools; *Interpersonal Competence; Job Skills; Lesson Plans; Student Educational Objectives; Videotape Recordings; *Vocational Adjustment; Vocational Education; *Vocational Rehabilitation; Young Adults

ABSTRACT

This Leader's Manual is part of a training program to teach individuals with physical, intellectual, or emotional disabilities the skills required to cope with common on-the-job situations encountered with one's supervisor and co-workers. The 15-20 hour short training program incorporates videotaping, self-observation through video feedback, group processing, and cognitive and behavioral interventions. The program is based on the social skill model derived from information processing components of input, processing, and output. The program's seven modules cover: (1) orientation to the work role; (2) sources of vocational information; (3) interpreting social cues in vocational situations; (4) self-messages; (5) option and anticipation thinking; (6) responding in common vocational situations; and (7) the typical work day. Presented for each module are specific suggested activities, materials, and instructions. The entire program consists of print, video, slide, and audio materials. Includes 16 references. (DB)

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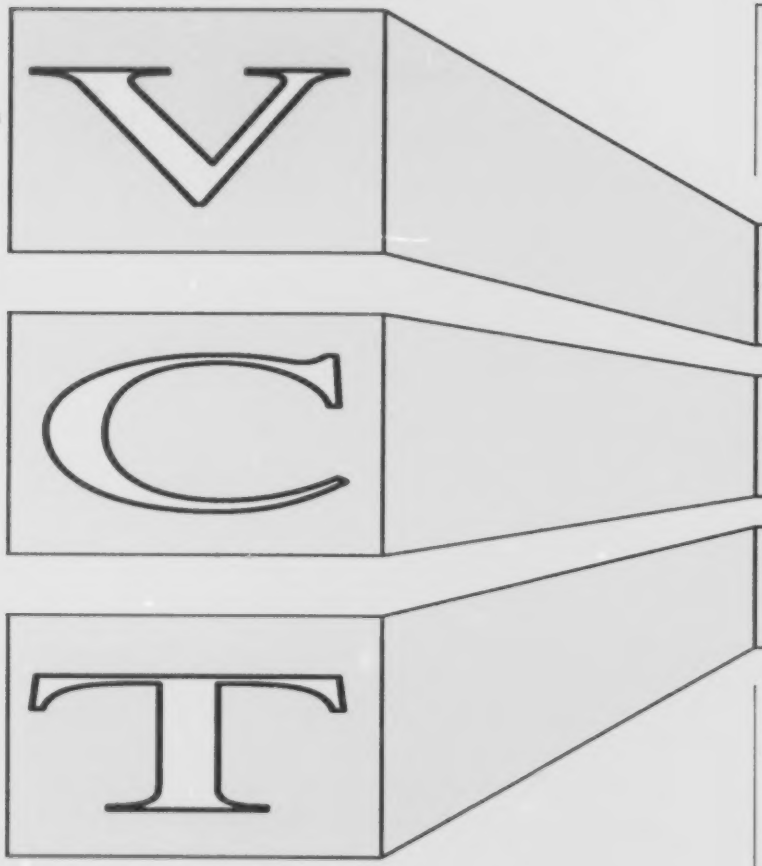

VOCATIONAL COPING TRAINING

Leader's Manual
SHORT FORM

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In Vocational Rehabilitation

University of Arkansas, Fayetteville

Arkansas Rehabilitation Services

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This publication was developed under a Research and Training Center Grant #G0083C0010 from the National Institute on Disability and Rehabilitation Research, Department of Education, Washington, D.C. 20202. The contents do not necessarily represent the policy of that agency, and one should not assume endorsement by the Federal Government.

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Foreword

During the past two years, many individuals and programs have contributed to the development of Vocational Coping Training (VCT). We wish to thank Dr. Peggy Peterson, Director of Special Services at the University of Arkansas, Fayetteville, and Cindy Moss, special education teacher at Fayetteville High School, for providing opportunities for us to demonstrate VCT.

We also thank the students who participated in our early VCT sessions. Without their feedback, we could not have refined VCT into a program that has promise for individuals coping with different disability related problems. Dr. Kay Schriner and Ms. Dena Rochner provided valuable consultation in the development of VCT. The work of Drs. Richard McFall, John Crites, and Jeffrey Kelly is also reflected in VCT. Production of the audio and videotape training materials was capably managed by Mr. Jim Borden, Director of Instructional Media Services at the University of Arkansas, Fayetteville.

Ms. Roberta Sick, a Master's student in Rehabilitation Education, contributed her time and talents to VCT by photographing scenes in a variety of businesses in Northwest Arkansas. We would like to thank the following employers for their cooperation: Alan Prather, Fayetteville City Hospital; L. K. McCullough, Razorback Linen, Inc.; Cherri Waldheisen, Wal-Mart #359; Bill Manning, El Chico; John Hutnatt, Hardee's of Fayetteville, No. 3; Jim Hoskins, Pizza Hut South; and T. R. Owen, Swift Independent Packing.

Finally, we wish to acknowledge the assistance provided by the staff of the Arkansas Research and Training Center in producing the VCT manual, participant's workbook, and assorted print resources. Anita Owen, Mary Drevdahl, and Lou Tabor were in charge of these activities.

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VOCATIONAL COPING TRAINING (VCT)

This manual describes the procedures involved in presenting Vocational Coping Training (VCT) to rehabilitation clients who are preparing for employment. The problem-solving and behavioral skills taught in VCT are particularly appropriate for helping people deal with the demands of the establishment and maintenance phases of career development (Crites, 1976). To meet the demands of these career stages, one must respond competently to a wide variety of on-the-job task performance, supervisory, teamwork, and co-worker situations. Research results indicate that many rehabilitation clients could profit from a program teaching job retention skills (Dunn, 1981; Lewinsohn & Graf, 1973; Moen, Bogen, & Aanes, 1975; Roessler & Bolton, 1985).

To enhance vocational coping, a training program must address two broad categories of variables, (a) person variables that influence one's capabilities to cope or adjust and (b) work situation or task variables to which one must adjust. Strategies designed to enhance work establishment and maintenance skills, therefore, must encompass not only situational demands but also the individual's work personality (Gellman, 1968).

Work Establishment and Maintenance Demands

An extensive review of the employment literature and vocational functioning measures (see Roessler & Bolton, 1983) revealed four categories of demands pertinent to job retention: task performance (conforming to work setting rules and meeting basic production expectations), teamwork (working cooperatively with others), supervision (responding to supervisory instructions, criticisms, and compliments), and socializing (relating interpersonally to co-workers and supervisors).

Although lengthy lists of the specific worker performances required in each of the task situations could be presented (Roessler & Bolton, 1983), the following are examples of task demands in the four categories. For example, to cope with task performance demands, the worker must be able to initiate work activities on time; conform to work rules, regulations, and safety requirements; maintain satisfactory personal hygiene and dress standards; control his or her temper or bizarre behavior; work steadily during the entire work period; and meet employer production standards (quantity and quality).

Working with others (teamwork) requires abilities to lead and follow in group work assignments. Teamwork includes such skills as the ability to accept assignments to group efforts, assume assigned roles in group tasks, work comfortably in group tasks,

show pride in group effort, provide constructive criticism, compliment co-workers, accept compliments from co-workers, and offer assistance to co-workers when appropriate.

For any enterprise to operate productively, workers must comply with supervisory decisions regarding work assignments, use of resources, and production methods. Important performances involved in responding to supervision include abilities to improve performance when shown how, maintain improved work procedures after correction, transfer previously learned skills to a new task, carry out assigned tasks without prompting, initiate action to correct own mistakes, request help in an appropriate fashion, accept correction without becoming upset, perform consistently in the supervisor's presence, and accept compliments from the supervisor.

Developing rewarding social relationships is also an important work establishment task. Interpersonal effectiveness on the job involves performances such as (a) initiating conversations and responding to others, (b) listening while others speak, (c) showing interest in what others are saying, (d) expressing personal feelings, preferences, and opinions appropriately, and (e) joining social groups when they are available.

Performance in these four types of work situations is shaped not only by specific situational demands but also by important person variables influencing the way in which the worker copes with those demands. A social skill/information processing model of human behavior provides many insights into the person variables influencing on-the-job adjustment, and therefore, into the emphases of a work establishment/ maintenance (job retention) intervention.

Person Variables in an Information Processing Model

Because it is based on information processing (input, processing, and output), the social skill model (Kelly, 1982; McFall, 1982; Trower, 1982) is directly applicable to understanding how individuals generate on-the-job coping responses. This social skill model assumes that each situation presents certain demands (McFall, 1982) or situational schemata (Trower, 1982) that the person must understand and respond to "in an intelligible (comprehensible to others) and warrantable (permissible and proper) way" (Trower, 1982, p. 411).

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Input. Responding in an "intelligible" and "warrantable" manner begins with accurate input of situational stimuli, i.e., situation reading (Wallace, 1982), decoding

(McFall, 1982), or reception (Bellack & Morrison, 1982). Deficiencies in input skills are associated with breakdowns in goal seeking (Pervin, 1983), lack of social skills (Kelly, 1982), and incompetent performance (McFall, 1982). Representative problems include inabilities to (a) receive data as in the case of sensory disabilities, (b) attend to situational cues as in the case of learning disabilities, and (c) relate situational demands to positive expectations, reasonable self-standards, and rational beliefs as in the case of emotional disabilities (McFall, 1982; Meichenbaum, Butler, & Gruson, 1981; Pervin, 1983).

Processing. Processing includes identifying alternative plans for goal attainment and selecting the one with the greatest utility (Pervin, 1983). McFall (1982) listed response search, response test, response selection, repertoire search, and utility evaluation as cognitive processing skills. Response search is a process in which the person reviews his or her knowledge of potentially competent responses to isolate those most compatible with task demands (response test). Responses having the potential for reestablishing situational balance are selected (response selection) and compared to the person's available repertoire of skills (repertoire search). If the individual concludes that he or she possesses the specific responses needed, then the person examines the risk or cost associated with behaving in that manner (utility evaluation) (McFall, 1982, p. 26).

Output. Responding behaviorally to situational demands (operating or encoding) and monitoring the effects of one's behavior are included in the output phase. Most frequently addressed in social skills training, components of constructive action include verbal, paralinguistic, and nonverbal skills. Monitoring represents a feedback mechanism resulting in either automatic acknowledgement of satisfaction of the situational demands or more conscious receiving and processing in an effort to satisfy situational demands (McFall, 1982; Trower, 1982).

Training Implications

A work establishment and maintenance training approach must increase the individual's ability to use these information-processing skills in coping with common job demands. For example, to develop their input skills in work situations, individuals can improve their attending behaviors by focusing on what the other person is saying and doing (message) and the status, intent, and emotion of the other person (Wallace, 1982). They can also learn the norms, conventions, or environmental schemata operating in the work situation (Morrison & Bellack, 1981; Trower, 1982) and the relationship of those

demands to their own personal constructs, expectations, and beliefs (Mischel, 1973; Trower, 1982). In this regard, Kelly (1982) emphasized the need to identify and modify negative cognitive expectancies associated with a situation as a component of a more traditional behavior-shaping strategy using modeling, role playing, reinforcement, and feedback. Negative cognitive interpretation is also associated with inhibitory affective reactions such as anxiety that interfere with effective operation of the information processing system (Bellack & Morrison, 1982; Pervin, 1983). Training must also present methods to help one control these affective interference factors.

Cognitive deficits occurring in the processing phase are also modifiable. Individuals can improve their abilities to generate and review alternative response options, how and when to implement those options, and the probability that they will result in valued outcomes (Morrison & Bellack, 1981; Pervin, 1983). With experience, the individual can also reconsider and change unrealistic estimates of the utility associated with different responses (Kelly, 1982; Pervin, 1983).

As considerable literature on social skills training demonstrates, individuals can learn to enact acceptable behavioral responses. To do so, they must receive instruction (modeling, role playing with feedback, and didactic training) in use of appropriate verbal and nonverbal behaviors. Improving sending (Wallace, 1982) by focusing on observable response dimensions (Bellack & Morrison, 1982) is, however, more easily dealt with than is remediating cognitive dysfunctions in monitoring. Monitoring the effects of one's behavior could, however, be taught by exploring questions similar to those used to improve situational reading skills (e.g., Did the behavior result in a valued outcome? What was the other person's reaction [affect and action]? What was your reaction to your behavior and to the other person's response?).

Vocational Coping Training (VCT)

The situational and information processing models are combined in a work establishment training package entitled Vocational Coping Training (VCT). Developed for small groups of participants (6 to 8), VCT incorporates videotaping, self-observation, group processing, and cognitive and behavioral interventions to produce desirable changes in job adjustment behaviors appropriate for task performance, teamwork, supervision, and socializing work situations. Presented by a trained leader, VCT can be used with individuals who have physical, intellectual, or emotional disabilties. Approximately 15 hours are needed to complete the short form of VCT, although time adjustments, upward or downward, are possible depending on the trainer's objectives and the participant's capabilities.

VCT is also available in a longer version. The longer format is suggested for participants who have severe information processing deficits, i.e., those individuals who are unable to interpret situational cues accurately. This more extensive VCT program requires approximately 6-8 weeks of training. Settings such as public schools, work adjustment centers, and independent living centers may find the longer VCT program suitable.

Programs offering time-limited work adjustment training will find that the short form of VCT fits their needs. Providing less indepth instruction on situational interpretation (face, body, and voice cues), the short form stresses development of problem-solving skills and acquisition of specific vocational coping behaviors. Instructors using the short form are encouraged to study Modules 1 and 3 in the longer version of VCT. Module 1 in the long form provides techniques for introducing participants to videotaping and video feedback. Module 3 presents numerous activities to help participants improve their information processing skills, i.e., their ability to process accurately face, body, and voice cues. Trainers selecting the short form of VCT may wish to supplement their programs with information processing activities from the longer VCT version.

VCT Modules

Vocational Coping Training incorporates a variety of intervention strategies designed to improve the person's input (information processing), processing (problem-solving), and output (behavioral coping) skills. A brief review of each module is presented in the material to follow.

Module 1. Following an orientation to VCT, trainees are introduced to work role expectations through video and slide presentations. These work role expectations are presented in four categories: task performance, supervision, teamwork, and socializing.

Module 2. Participants are introduced to a problem-solving model, SOAR--Situation, Options, Anticipations, and Responses. They see the model in action and discuss its application to a real-life problem.

Module 3. Through videotape and slide examples, trainees learn how to identify and interpret situational cues (S) emanating from the work place and the people in those work places. The purpose of the module is to enable participants to practice interpreting and sharing the meaning of the various work place cues. Depending on the

disabilities involved, some participants may need considerable time for this module while others may complete it very quickly.

Module 4. Cognitive interventions are also incorporated in VCT. In Module 4, group members are encouraged to focus on their personal thoughts or beliefs. They examine whether those thoughts interfere with or improve their performance. Exploring these beliefs and reactions as well as more positive alternatives generated by the group and the leader addresses an important processing difficulty, namely the problem of performance inhibiting thoughts.

Module 5. Module 5 presents a series of vocational situations which participants interpret (S) and analyze (O - Option and A - Anticipation thinking). Again the mnemonic device, SOAR, is used to process information:

1. Situation - What is happening? What are the supervisor's and the worker's goals?

2. Options - What are the possible options in the situation?

3. Anticipations - What are the anticipated outcomes of each option?

4. Response - What is the most useful response for you in this situation (appropriate in the situation, consistent with personal skills, fair to others and to you)?

Participants learn how to use their interpretations of situational cues (input) to identify action alternatives (options) and their utility (anticipations). With practice, they will use the SOAR approach as a natural way of responding to thwarting conditions on the job.

Modules 6 and 7. Following self-messages and SOAR thinking, VCT moves into its behavioral (R) phase. Consistent with traditional behavioral interventions, Modules 6 and 7 use a modeling, role playing, feedback strategy to teach specific job adjustment behaviors. In Module 6, participants observe models on videotape demonstrating appropriate behavior in the four categories of work situa-tions. After careful observation of the models, trainees discuss their reactions to the modeling in terms of such issues as the utility and competence of the performance.

Individuals then practice coping with demands that commonly occur in task performance, teamwork, supervision, and socializing situations. The trainer and other group members observe each participant's performance and provide feedback regarding the degree to which it matches the model's. This process continues until group members are responding competently in each of the job situation categories. Reinforcement and feedback regarding performance are critical to this phase of the training.

Video feedback is an important part of Modules 6 and 7. In viewing videotapes of their performances, participants receive immediate and dramatic feedback about their current skill levels. Allowing participants a unique opportunity to view themselves in action, video feedback is a powerful technique that must be used with care. First, positive reinforcement is given by the trainer for specific improvements in performance. Next, the trainer directs attention to an aspect of performance which requires improvement. Appropriate alternatives are discussed, and the participant is given an opportunity to incorporate them in subsequent role play activities. Through role play activities, participants are able to act as models for each other. A variety of appropriate responses is presented, thus enabling all participants to build a repertoire of behavioral alternatives.

In Module 7, group members view a typical work day scene. The typical work day videotape incorporates situational demands and worker responses pertinent to task performance, teamwork, supervision, and socializing. After discussing this tape, participants practice behaviors taught in Module 6. Module 7 ends with a participant critique of VCT.

Use of the Package

Instructions for delivering each VCT module are provided in detail in the trainer's manual. The trainer should follow the activities as presented in order to cover SOAR thinking and behavioral coping skills. Variation in the amount of time to devote to each activity is a function of the capabilities of the participants. Supplementary materials regarding introduction of video feedback or interpretation of situational cues are available in the longer version of VCT (Modules 1 and 3).

Print, video/audio, and slide media are provided with the package, and their use is clearly described in each lesson. In addition, a participant's workbook enables trainees to record meaningful thoughts, review key points of the program, develop practice role play scripts, and complete VCT activities. Throughout the program, a

"multimodal" method of presentation is used so that participants see, hear, and do in relation to each program component. This multimodal method of presentation permits the use of VCT with mixed disability groups as well as with groups of disabled and non-disabled participants.

Throughout the trainer's manual, references are made to videotape training segments. These video presentations such as the VCT Modeling Scenes, Changing Work Methods, Self-messages, etc. are contained on the VCT Videotape which accompanies the package. An index of the complete training tape contents is presented in Table 1. The footage markers in Table 1 indicate the approximate locations of the various training segments on the videotape, e.g., Performance Enhancers - 3987. Although Table 1 lists all materials used in the long form of VCT, trainers using the short form of VCT will only play the following segments: Changing Work Methods (3270), Self-messages (3935), Performance Enhancers (3987), Performance Inhibitors (4036), Work Examples (4183), O & A Thinking (4393), VCT Modeling Scenes (163), and Total Work Day (4778). Videotape segments for the short form are also labeled "SF" in Table 1. Additional video training material is, however, available on face, body, and voice cues and on self-messages (modeling PEs), should the trainer decide to use it.

In addition to the VCT videotape, trainers also need the following slides and printed resources.

Slides	Printed Resources
VCT	SOAR Chart
Task Performance	Place, People, Self Cue Card
Teamwork	Self-messages Cue Card
Supervision	O/A Situation Cards
Socializing	Coping Cue Cards
Place	Module 7 Situation Cards
People	
Worker Expressions	

These slides and several of the printed resources have been prepared and are provided as part of the VCT package of materials.

Conclusion

Vocational Coping Training is a practical approach to helping individuals improve their abilities to respond competently to frequently occurring job demands. Competent responses require both an understanding of work role demands and effective use of information processing and problem-solving skills. A variety of training techniques must be coordinated to develop these competent responses, e.g., self-observation, questioning and group processing, problem-solving training, and modeling and role playing. The ultimate criterion for gauging the effectiveness of VCT is whether individuals improve their performance in on-the-job task production, teamwork, supervision, and socializing situations.

Table 1

VCT Videotape: List of Contents

Segment	Footage (approx.)
Module Listing	77
VCT Modeling Scenes	163-3450 (SF)
1. Preparation	163
Supervisor Greeting	230
Detailed Instructions	460
2. Initiation	773
Vague Instructions	875
Supervisor's Apology	1053
3. Persistence (Supervisor observes worker, Co-worker distracts worker)	1242
4. Feedback	1500
Correction by Supervisor	1654
Criticism by Supervisor	1812
Request to Correct New Employee	1970
Supervisor Compliments	2149
Request to Compliment a Co-worker	2280
Time Pressure	2411
5. Changing	2612
Request to Change Work Procedure	2640
6. Cooperation (Teamwork Assignment, End of Teamwork Assignment)	2739
7. Communication	2977
Changing Work Methods	3270 (SF)

Vocational Video Vignettes 3452

Module 3: Face, Body, and Voice Cues
Reading Global Images 3652
Receiving Positive Face Cues
Example 1 3666
Example 2 3678
Receiving Corrective Face Cues
Example 1 3686
Example 2 3698
Receiving Positive Voice Cues
Example 1 3707
Example 2 3728
Example 3 3733
Example 4 3740
Receiving Corrective Voice Cues
Example 1 3749
Example 2 3759
Example 3 3767
Example 4 3779
Receiving Combined Face and Voice Cues
Example 1 3786
Example 2 3795
Receiving Positive Body Cues
Example 1 3806
Example 2 3848
Example 3 3853
Example 4 3860
Example 5 3866
Receiving Corrective Body Cues
Example 1 3878
Example 2 3883
Example 3 3890
Example 4 3894
Sending Corrective Body Cues
Example 1 3904
Example 2 3911
Example 3 3917

Self-messages	3935 (SF)
Performance Enhancers	3987 (SF)
Performance Inhibitors	4036 (SF)
Modeling Performance Enhancers	4069
Work Examples	4183 (SF)
Option Anticipation Thinking	4393 (SF)
Typical Work Day	4778 (SF)

VOCATIONAL COPING TRAINING

Module One

Orientation to the Work Role: Task Performance, Supervision, Teamwork, and Socializing

VCT MODULE ONE

Orientation to the Work Role: Task Performance, Supervision, Teamwork, and Socializing

Activities	Materials	Instructions
		INTRODUCTION
Welcome and Orientation	Chalkboard	"Welcome to Vocational Coping Training, or VCT. VCT will teach you how to cope with common work situations. It will help you to be a success on the job by showing you new ways to respond to your supervisor and your co-workers. The word 'cope' (write word on board) means to handle (write on board) or to deal with (write on board) demands and challenges. Our workshop name--Vocational Coping Training (write on board)--means to handle or deal with work situations" (write on board).
		VCT PROGRAM OBJECTIVES
	Participant's Workbook (PW) #1	"The ability to handle work situations can be divided into 5 important training objectives. These are listed on page 1 of your workbook."
Instruction		"VCT will help you handle work situations. During VCT you will learn how to convey a positive image as a worker by developing an understanding of what is expected of you at work. You will learn effective coping behaviors for many work situations. You will discover how to solve new job problems when they occur, and you will learn how to develop rewarding relationships with your co-workers and supervisors."
		VCT APPLICATION
Instruction		"Let's look now at where we can apply the VCT skills we will learn. VCT skills can be used throughout your life--at home, in school, and throughout your community."

"Understanding what is expected, using effective behaviors, solving problems, projecting a positive image, and developing good relationships can help you live a more productive and satisfying life."

"So, although VCT skills will help you at work, they will also help make you more effective as a person in other areas of your life. VCT skills will help you ... "

Show slide series.

Instruc-tion	VCT Slides Slide Projector & Screen	"Get and keep that job you really like." 1. Proud employee in uniform or at work site. 2. Supervisor and worker together. Earn money and receive pay raises. 1. Employee with money. 2. New car, television set, and house. Earn respect from your co-workers and caring from your friends. 1. Employee with award 2. Friends visiting at snack bar

"VCT will teach you skills you need to be a successful worker and a successful person. Although VCT skills have many applications, we will focus on how they can be used at work."

COMMON WORK SITUATIONS

"Work is different from other situations in life. People who have not worked are often unaware of these differences. Even people who are working sometimes get confused."

		"Good workers know work is different from home, school, church, and other community activities. Because they know how to meet expectations at work, they keep their jobs and get promoted to better jobs."
Instruction	PW #2	"Therefore, we first need to discuss how work is different. Work can be divided into four common situations listed on page 2 of your workbook: task performance, teamwork, supervision and socializing."
		"In task performance, workers are expected to get the task or the job done. They are also expected to meet certain standards and follow certain rules. The work must be done quickly and well. The worker must follow company policies and safety procedures."
Group Discussion		"Think of a fast food restaurant. What are some of the tasks that must be performed by the workers?"
	Task Performance Slides	Show each of the 8 task performance slides. After each slide, ask the following four questions and facilitate trainee discussion of each question. 1. What was the worker in the slide doing? 2. Who expected him or her to do those things? 3. How does the supervisor's role differ from the worker's? 4. How were the expectations different from task performance expectations at home, school, or church? Develop group cohesion by giving positive reinforcement for participant responses.
Instruction		"The second common work situation, teamwork, involves close cooperation with co-workers. Many jobs require that several people work closely together to get the task done. Employees are expected to work well together."

Group Discussion		"What teamwork examples have you seen in a fast food restaurant?"
	Teamwork Slides	Show each of the 6 teamwork slides.
		Guide group discussion of each slide using the questions to follow. Discuss questions 1-2 after each slide, questions 3-5 after all of the teamwork slides have been presented. 1. What were the workers doing? 2. How were they working together? 3. Have any of you had jobs where you worked closely with others? 4. What type of work were you doing? 5. What problems occurred in teamwork situations with your co-workers or your supervisor?
Instruction		"The third common work situation, supervision, involves communication between the direct supervisor and the worker. The supervisor is expected to make sure the work is done correctly and promptly."
Group Discussion		"Have you ever noticed the supervisor in a fast food restaurant? What does he/she do?" "The supervisor is responsible for giving instructions, providing materials, seeing that directions are followed, and giving corrections and compliments when appropriate."
	Supervision Slides	Show each of the 4 supervision slides.
Group Discussion		Guide group discussion using the questions to follow. Discuss questions 1-2 after each slide and questions 3-6 after all of the slides have been shown.

1. What is the worker expected to do?
2. What are the worker's and the supervisor's responsibilities in this situation?
3. Have any of you had jobs where you were supervised? How did the supervisor do his/her job?
4. How did the supervisor's responsibilities differ from your's?
5. How did you feel when a supervisor came up behind you and watched you work? What did you do ... think ... feel?
6. What problems occurred with your supervisor?

Instruction — "The fourth common work situation, socializing, involves getting along with your supervisor and co-workers before work begins, during breaks, and after hours. Workers do not have to become close friends with one another, but they are expected to be pleasant to each other."

Group Discussion — "When should workers socialize in a fast food restaurant? Where should they socialize?"

Socializing Slides — Show slides (3) of socializing in a work setting.

Group Discussion — After showing the slide, facilitate discussion using the following questions:

1. Have any of you socialized with co-workers or supervisors on or off the job? Where, with whom, what was it like?
2. What is expected of you when socializing with co-workers, with your supervisor?
3. How is this different from socializing with people with whom you don't work?
4. What are some of the problems that can occur in socializing situations?

SOAR MODEL INTRODUCTION

Instruction — "In deciding how to meet work expectations in these situations, we were actually considering four important points."

Make SOAR Chart

- S Situation
- O Options
- A Anticipations
- R Response

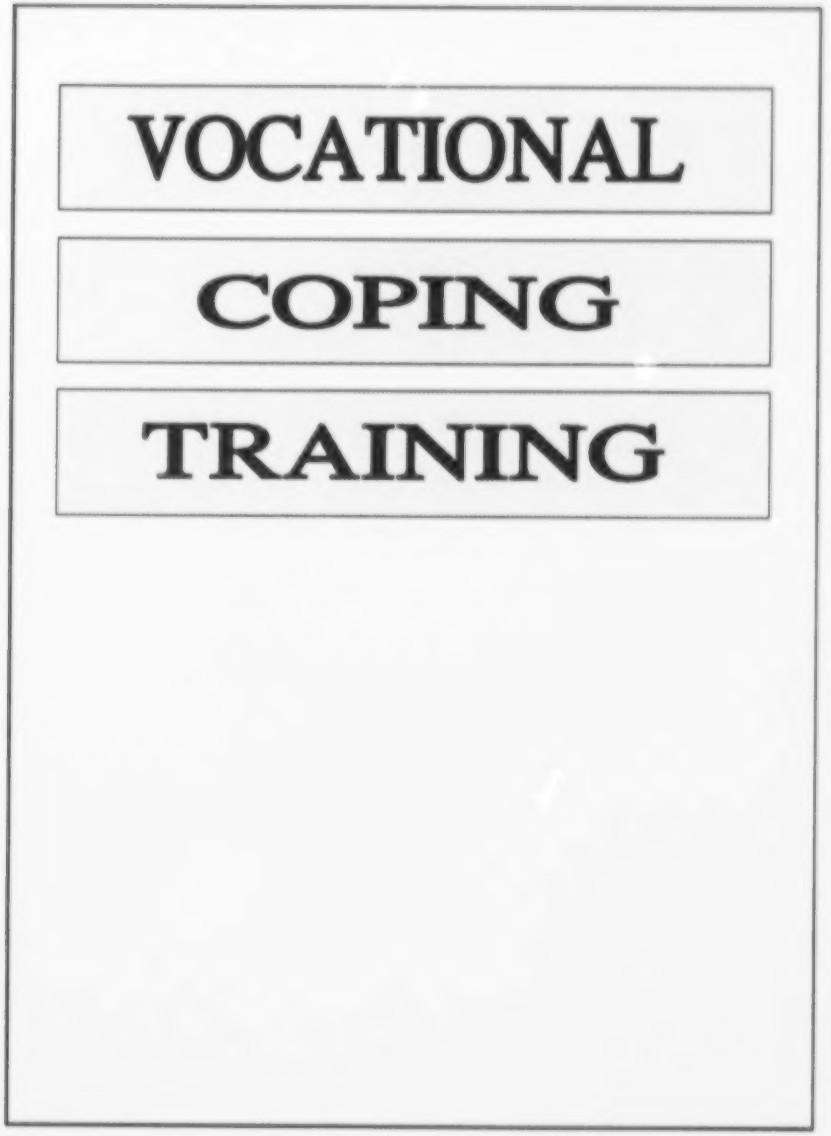
Instruction — "First, we looked carefully at the situation, S, to see exactly what was happening and what was expected." (Point to entry on chart)

"Second, we talked about different ways the person might act, different options, O, for the person." (Point)

"Third, we discussed our anticipations, A, or what we thought would happen if we tried each option." (Point)

"And fourth, we found out how the person actually responded, R, how he/she acted or behaved." (Point)

PW #3 — "This type of thinking is called SOAR thinking. You will find it on p. 3 of your workbook. The initials (point for emphasis), SOAR, help you remember the four steps. Using the SOAR steps will help you meet expectations in common work situations more successfully. In our next lesson, we will discuss use of the SOAR steps."



Module Two

Sources of Vocational Information: Place, People, and Self

Sources of Vocational Information: Place, People, and Self

Activities	Materials	Instructions
		SOAR's Role in VCT
	PW #4	"SOAR is the method we use to achieve VCT objectives. SOAR is a tool which promotes vocational coping. Today we will begin to learn how to use the SOAR steps. Let's turn to page 4 in the workbook where the four SOAR steps are listed. Read four steps. "We will learn some techniques for... 1. Checking out the situation or S (Point to S). 2. Thinking through our options or O (Point to O). 3. Anticipating what would happen if we tried different options or A (Point to A) 4. Responding by acting or behaving appropriately in work situations or R (Point to R). "You will practice what you learn each step of the way so that you can learn to SOAR."
		SOAR MODEL DEMONSTRATION
		"Let's begin with an example of a worker applying the four SOAR steps to meet a common job expectation--changing work methods."
	VCR and Monitor	Show and discuss Changing Work Methods videotape segment (3270).
		SOAR PRACTICE
Group Discussion		Guide group discussion of the Changing Work Methods tape using the following questions:

S What's happening? What are Marie's responsibilities?
What are the responsibilities of her supervisor?
O What are Marie's options?
A What do you anticipate would happen if she tried each option?
R What is a useful response for Marie?

SOAR: STEP ONE

Instruction — "Now that we understand how to use the SOAR model to meet common work expectations, let's take a closer look at each of the four steps."

PW #5 — "Turn to page 5 in your workbook. Step one of SOAR thinking stresses the following:"

SOAR Step One: Situation

What's happening? What's expected?

Instruction — "The first SOAR step is to check out the situation. Before we can do anything, we should find out what is happening, what is expected. Let's turn to p. 6 of the workbook."

READING SITUATIONS: INSTRUCTION

"There are signals all around us. We can tune them in just as a pilot does to land an airplane. Remember--tune into the signals around you. Stay on course!"

PW #6 — Picture of airplane, control tower, signals, and landing strip.

Group Discussion — "We need to tune in the signals or cues that tell us what is happening, what is expected. Where do we get those signals?"

Instruction — "We get signals about what is happening from 3 sources. These sources are...

Place
People
Self

PW #7 (Refer participants to p. 7 of their workbooks.)

Instruction "If we want to know what is expected--what the situation is--we check out the work place we are in, the people who are with us, and our own thoughts and feelings at that moment (self). Cues from these three sources signal what is expected and how we should act when we are working. In Module 3 we will learn how to interpret important situational cues coming from the place, people, and ourselves."

VOCATIONAL COPING TRAINING

Module Three

Interpreting Social Cues in Vocational Situations (S)

Interpreting Social Cues in Vocational Situations (S)

Activities	Materials	Instructions
		Reading Situations: Practice
Instruction		"We get information about situations by first looking at the place."
	Make Giant Cue Card	Point to "place" entry on giant cue card and show place slides of hospital exterior and bank exterior. Where? *Place People Self
	Place Slides	"Let's compare some common places. Here is a hospital and a bank. Think for just a minute about these work places. What is the difference between what is expected of workers in a hospital and workers in a bank? Why do those differences exist?"
Group Discussion		Guide discussion exploring similarities as well as differences in the situational expectations of the following pairs of slides:
	Place Slides, Slide Projector & Screen	1. Church - child care center 2. Construction - food service 3. Car dealership - emergency rescue 4. Radio station - food processing factory 5. Motel - fire station 6. Funeral parlor - gas station
		List participant contributions on the board under the following headings for further emphasis:

1. Appearance expectations

   Clothing
   Grooming and hygiene

2. Time expectations

   Punctuality
   Absenteeism

3. Behavioral expectations

   Permissible actions
   Required actions
   Inappropriate actions
   Unsafe actions

READING SITUATIONS: INSTRUCTION

Instruction

"These few examples have shown us that workers are expected to act differently in different work places."

"We can find out what these expectations are by checking out the place and by stopping to look at and listen to other employees who work in the place. But, this only gives us part of the information we need to decide how to act and how to respond."

"If we acted only on information about the work place we might make a mistake, do the wrong thing. We might not meet work expectations."

"To prevent this we can check out our second source to get more cues or signals to help us meet expectations and cope with work situations."

Giant Cue Card

Point to people entry:

Where?
Place
* People
Self

READING SITUATIONS: PRACTICE

Instruction — "We can find out how we are expected to act by checking out the people we find in various work places. We can look at their actions. For example, look at the following slides. After each one, let's discuss appearance expectations. How are the workers in these different jobs expected to dress? Let's discuss what they are required to do on the job. How are their job duties alike and how are they different?"

People Slides — Workers performing various types of jobs.

Freight Room Worker	Laboratory Technician
Mechanic	Laundry Worker
Fry Cook	Meat Packer
Retail Salesperson	Waitress/Cashier
Pharmacist	

READING SITUATIONS: INSTRUCTION

Instruction — "These examples show us that places and people give us many cues about work expectations. The place and the people in it can signal us how to act as workers. But we still might take the wrong action because our information is incomplete. We need to check one other source of information, our own thoughts and feelings."

Giant Cue Card — Point to "self" entry.

Where?
Place
People
* Self

Worker Slides — Show slides of workers' expressions. Pause after each expression and discuss the thoughts and feelings the worker could be conveying. Close this activity by saying...

Instruction — "Your own thoughts and feelings are also part of the setting. They influence your ability to cope with work situations. It is important to tune into your own thoughts and feelings because they affect what is happening."

READING SITUATIONS: PRACTICE

PW #7 — Refer participants to p. 7 of the workbook while you point to each of the following entries. "Information about the situation comes from three sources."

Giant Cue Card

Where?
Place
People
Self

Instruction — "We can use this information to decide how to act as workers. If we check out the situation carefully, we will make fewer mistakes in our actions. We will meet expectations and cope effectively with common work situations. Others will come to see us as valuable employees. This will not only help us to keep our jobs but also to be promoted to positions with more pay and benefits."

"You can practice what you have learned today whenever you are in a place where people work. Look around you when you go to the supermarket, gas station, post office, drugstore, or restaurant. See what you can learn about these different work sites by

checking out the place and the people to see what is expected. You might even imagine yourself working there to see how you would feel and what you might think or do as an employee."

Module Four

Self-Messages: Performance Enhancers and Performance Inhibitors

VOCATIONAL COPING TRAINING

VCT MODULE FOUR

Self-messages: Performance Enhancers and Performance Inhibitors

Activities	Materials	Instructions
		Introduction
Instruction		"In our last module we learned that thoughts and feelings can affect our work. Today we will take a closer look at how our thoughts and feelings or self-messages can be useful in a work situation. Let's listen to examples of self-messages. In each of the excerpts to follow, listen carefully to what the person is thinking and decide whether it is useful or not." (Write Useful and Not Useful in two columns on the board.) "Decide whether the messages help the worker's performance (enhance it) or hurt the worker's performance (inhibit it)."
Group Discussion	Video-tape	Show videotape of examples of self-messages (3935). Write statements that are useful in one column on the blackboard and ones that are not useful in another column. Discuss the different effect each set of messages would have on a person's feelings and actions.
Instruction		"You have just seen that our messages to ourselves may be of many types. Sometimes we say things that are encouraging; sometimes we say things that are discouraging. Can you think of any examples of encouraging self-messages from your own experience at work or school?" Guide discussion of these messages in relation to the following issues: 1. What was the situation? 2. What exactly did you say to yourself?

3. What prompted you to say it?
4. How did it make you feel?
5. How did it affect your performance?

PERFORMANCE ENHANCERS

Instruction		"As we have seen, some self-messages really make us feel better. They encourage us to go on, to try harder, and to do our best. Here are some examples of self-messages that help us."
	Video-tape	Show Performance Enhancers segment of videotape (3987).
Group Discussion		Discuss the examples of self-messages. "Why do these self-messages help us to perform better?" (Write 'helpful' on the board.) "We call these messages performance enhancers or PEs." (Write Performance Enhancers - PE next to "helpful" on the board.) "Performance enhancers are helpful self-messages. They are based on sound, useful thinking about the world."

PERFORMANCE INHIBITORS

Instruction		"Some self-messages get in our way. They hurt our performance, slow us down, and make us less effective. Let's look at some workers who use self-messages that are not helpful."
Thought List	Video-tape PW #8	Show the Performance Inhibitors segment of the videotape (4036), then ask the participants to list their thoughts as they watched the videotape. They should list these thoughts on p. 8 of their workbooks.
		Play the tape again and discuss each segment individually. Ask participants to describe why the messages are not helpful. Now ask the group to discuss the thought listing exercise. How did the tape make them feel.

Group Discussion

Play the tape a third time and direct the group to generate at least one helpful, alternative self-message after each example. Participants can write their alternatives on p. 8 of the workbook. Make the point that substitution of helpful self-messages for those that are not helpful makes us feel more self-confident which results in improved performance.

WORK EXAMPLES

Video-tape

"Let's look at some real-life work examples on the videotape (4183). They will give us another chance to learn about PIs and PEs and how they influence our thoughts and actions. As you watch these examples, imagine that you are the worker. Concentrate on how you would feel, think, and act in the situation."

Example: Your boss calls you into his office to discuss a possible promotion. You will have more responsibility and work. You will need to learn how to operate a complicated piece of equipment so that you can increase your output. You don't know how you feel--excited, nervous, hopeful, anxious. Your boss finishes his explanation and asks, "What do you want to do?"

Group Discussion

"What is the situation? What is going on in the example? I will list some thoughts on the board related to this situation. Tell me if they are PIs or PEs and why. Describe how each thought would make you feel and act. (Select examples of PIs and PEs from the two lists to follow. Following the discussion, present enhancers and inhibitors on the videotape. Discuss the influence of the PIs and PEs on one's work performance.)

Examples of unhelpful thoughts (PIs)

1. "I can't do the work."
2. "What if I made a mistake?"
3. "My co-workers won't accept me."
4. "I would have to be responsible for so much more."

Examples of helpful thoughts (PEs)

1. "It might take a while, but I will learn this job."
2. "I am good at what I do now; I'll be good at the new job."
3. "Just think of what I could do with the extra money."
4. "My friends will understand why I changed jobs."

Video-tape

"Here is our second work example. As you watch it, imagine that you are the worker. Concentrate on how you would feel, what you would think, and how you might act in the situation."

Example: "Your supervisor walks over to you. He tells you to find more work to do when you have finished all of the work at your station. He says that is the only part of your work that needs correcting. You start to get mad and are about ready to say something when he is called to the phone. You start to think more about what he said."

PW #9

"What is the situation? What is happening? Turn to page 9 of your workbook; write two PEs for this situation.

Group Discussion

Let's discuss your examples.

Write the examples of PEs from the group on the board. "Now here are some other example thoughts for this situation. Which are PEs and which are PIs? How does each make you feel? How would they affect how you act?"

Present a mixture of PEs and PIs for the group to discuss.

Examples of unhelpful thoughts (PIs)

1. "This is awful. I have made a terrible mistake."
2. "I'll lose my job for sure now."
3. "What right does he have to tell me what to do?"

4. "It's not fair."
5. "Why didn't he pick on Travis; he never seems to overwork."

Examples of helpful thoughts (PEs)

1. "I'll learn. You can't do everything right the first time."
2. "Everyone makes mistakes."
3. "Well, he is just doing his job. Now I'll do mine."
4. "I would sure like a new supervisor, but I guess I'll just have to live with the situation like it is."

"Imagine how you would feel, think, and act in this third work example."

Video-tape

Example: "You recently started working in industrial sewing with a major clothing manufacturer. You are new to the job and to the town and have not yet met many people. You walk into the break room on your first day at work and see all new faces. You want to make friends with your co-workers. A co-worker says, "Have a seat."

"Listen to each of these PIs. How could you turn each into a PE? Here is our first thought."

PI: I'll never get to know all of these people. (Lead the group in a discussion of PE alternatives. A sample is given below.)

PE: It will take time, but I'll meet some nice people.

PI: They sure aren't going to find me very interesting. (Repeat the discussion.)

PE: I'm a good person to know. We will have many things in common.

PI: I have always had trouble making friends. (Discuss)

PE: All of them were new once, too. They will help me get started.

PI: Maybe I should just skip break today. (Discuss)

PE: They seem like nice people. Maybe I can ask someone about the best place to get my car fixed.

SELF-MESSAGES

Instruction — "It is clear from these examples that self-messages influence the way we feel about ourselves and the way we act in the place where we work."

PW #9 Make Giant Cue Card — Discuss the self-message cue card (see workbook p. 9).

What you say to yourself affects your work performance.
Your self-messages influence ...

How you feel
What you think
How you act

Increase performance enhancers, PEs
Decrease performance inhibitors, PIs.
You can do it (an example of a performance enhancer)!

Instruction — "Remember, one of the most important things to realize is that what you say to yourself--your self-messages--influences the way you act in a situation. If useful and helpful, your self-messages will help you feel more confident. As a result, you are likely to perform well and be regarded as a valuable employee."

VOCATIONAL COPING TRAINING

Module Five

Option (O) and Anticipation (A) Thinking

VCT MODULE FIVE

Option (O) and Anticipation (A) Thinking

Activities	Materials	Instructions

INTRODUCTION

Instruction

"In our previous sessions, we concentrated on the first SOAR step, understanding the situation. To understand the situation, we must determine:"

1. Who is involved (your boss, your supervisor, a favorite co-worker, a new co-worker)
2. What they are trying to do
3. How they may feel and think
4. What you are trying to do
5. How the situation makes you feel and think

SOAR Chart

"To help you understand better what your goal in the situation is, that is, what the work situation is demanding of you, we will study two new steps to add to the S step. We are now ready for the O and A in SOAR." (Point to chart.) "O and A thinking involves you in looking at your options and anticipating your outcomes. What behaviors or actions might I choose--that is an O question. What is the anticipated outcome of each of those actions--that is an A question."

O AND A THINKING

Group Discussion

Video-tape

"Here is an example of O and A thinking." (Show videotape example of Mary, 4393.) Discuss the example.

"Mary received a new work assignment at the end of her shift yesterday. The supervisor explained the job clearly, but Mary forgot one or two of the steps in the task. She needs to know

what those steps are if she is to do the job correctly. How will Mary find out how to do the job? Let's do some O or option thinking. What are the possible ways that Mary might find out what she needs to know?"

Lead the group in a discussion of Mary's options. List the various options on the board. Do not examine the possible outcomes of those options, that is the next step, "A" thinking. Should the group have difficulty developing alternatives, present the following:

1. Mary could start on the job and hope that she remembers the two steps as she is doing the work.

2. Mary could tell the supervisor that she would like to double check the steps in the job. She could ask the supervisor to review the instructions.

3. Mary could work slowly at first and watch someone else doing the job. Maybe she could figure out how to do it from observing a co-worker.

4. Mary could ask a co-worker before work starts how to do the job. She knows several people who have been working on the new job for several days.

A THINKING

Group Discussion

"Now let's do some "A" thinking. What do you anticipate would happen if Mary tried each of those options?"

Lead the group in a discussion of possible outcomes of each of the options. Clarify that this type of thinking helps them anticipate what might happen. They can choose the most useful response based on what they anticipate happening. Here are some examples of anticipations for each of the four options previously listed.

1. What if Mary started doing the job and did it incorrectly. She could waste time and money. Her supervisor would not like that.

2. Mary's supervisor would probably be willing to review the steps involved in the job. Mary would then know that she understood how to do the task. But her supervisor might wonder why Mary did not listen more carefully the first time.

3. Mary's supervisor might notice her slow work pace and become upset with her. Mary runs the risk of wasting time and materials again.

4. If Mary asked a friendly co-worker for help before work starts, she could begin immediately. Of course, she should be sure that the person knows how to do the job correctly. By using this approach, Mary would not need to bother her supervisor for the information a second time.

Stress the importance of having at least two good options to try. People need an alternative in case their first response does not work.

Instruction — "Watch the workers in this videotape example use O and A thinking."

Videotape — Show videotape of Juan using O and A thinking (4393). Stop the tape and discuss the questions posed by the narrator. Play the second example (Mavis) again, pausing to discuss each of the questions posed by the narrator. Review the process of O and A thinking with the group to close this activity.

"Now that we have experienced O and A thinking, it is time for us to practice."

O AND A PRACTICE

PW #10 — "Turn to page 10 of your workbook. You will see three typical on-

		the-job problems. I will read each situation and then ask you individually to list two options, O thinking, for each problem." (Allow participants time to list options in their workbooks.)
Group Activity		"Divide into groups of two (partnerships) and do some A thinking. What do you think would happen if your options were tried?" (Assign one situation to each partnership. Duplicate situation assignments if there are more than three partnerships.)
		"Now let's have a partnership report. Share your O and A thinking with us. What were your options? What do you anticipate happening if each of the options was tried? What is the best option for each of you?" (Lead a group discussion on options and anticipations for each situation.)
Instruction		"Remember--in every situation there are many ways that we could act. We identify the options, anticipate their possible outcomes, and select the most useful one. A useful option is one that fits our skills and the demands of the situation. It is fair to us and to others. We will talk more about useful responses in our next module."
Group Activity	O & A Situation Cards	"Let's practice our O and A thinking with some new situations. Each of these cards contains a vocational situation. After you draw a card, I will read your situation to the group. Then we will discuss the situation as a group in terms of options and anticipated outcomes." (Pass out cards. Lead group in O and A discussion.)
		"Now move into your partnerships and select another card. I will review your situation with you. Then identify your options and decide on the anticipated outcomes. We will then ask each partnership to present its situation, outcomes, and anticipations to the group."
		Deal out new cards to each partnership. Facilitate each partnership's discussion of the situation in the group. Bring the

group in on the discussion of the range of possible useful responses.

Group Discussion

"Let's close this exercise by responding to one more situation individually. I will draw a new card and read the situation to you. Use the S, O, and A steps to present the situation to us."

Help individuals describe their situations using the first three SOAR steps; focus on the use of O and A thinking.

Role Play

"Now that we have discussed these situations, return to your partnerships and pick the most interesting situation for the two of you and role play it for us. Decide who will be the worker and who will be the supervisor. Review your SOAR thinking to decide how you want to act out the situation. After each presentation, we will ask you to describe the situation, your options, your anticipations, and your chosen response. We will then ask the group to suggest any other options."

Engage the partnerships in role playing the situations. After each role play, ask several questions of the partners and of the total group, e.g.,

Partners

1. What is the nature of the situation (S)?
2. What are your options (O)?
3. What do you anticipate happening with each option (A)?
4. What response did you choose (R)? Why?

Group

1. What other options are appropriate for this situation?
2. What do you anticipate happening with those options?

Instruction

"As you have seen, O and A thinking is necessary if you are to handle vocational situations. It helps you identify useful responses that meet the demands of the situation and your needs. Of course, you show how you have applied the steps by your actions. In the next module, we will practice some useful responses to common vocational situations. Module 6 helps us put the R with S, O, and A. We will soon be ready to SOAR."

VOCATIONAL COPING TRAINING

Module Six

Responding (R) in Common Vocational Situations

VCT MODULE SIX

Responding (R) in Common Vocational Situations

Activities	Materials	Instructions
		Introduction
Instruction	SOAR Chart	"Today we are going to work on the last SOAR step, R, or responding. Responding means actions or behaviors, the things that we can actually see you do in a job situation. For example, if your supervisor compliments your work, we can see you smile and look at the supervisor. We can hear you say, 'Thank you, I appreciate that.'"
		"Responding is different from O and A thinking because R involves actions we can see and hear. O and A thinking takes place in our minds. Others cannot see our O and A thinking, but they can see the results of our O and A thinking--the actual responses or behaviors we have chosen to use in a particular work situation. Of course, those behaviors should be useful in that work situation. Useful behaviors have the following characteristics: they are ... 1. Fair to others and to us 2. Appropriate for the time and place 3. Possible for us to do. Do you have any questions about what a useful behavior is?"
		"In this lesson we will practice useful behaviors in commonly occurring job situations. By the end of this lesson, you will have many new responses that you can use in job situations with your supervisor and your co-workers. To learn these useful behaviors, we will watch several videotape examples. Then we will practice the responses on the videotapes. Each of our partnerships will have an opportunity to act out responses to

common job situations. The trainers will go first to show you what to do. The situations we will watch are listed on p. 11 of your workbook. Each situation is described in terms of important supervisor or co-worker behaviors."

PW #11

Present and discuss tape labels and supervisor or co-worker content on p. 11 of the workbook. Explain that the tape presents supervisors and workers working together during a typical day.

VCT MODELING SCENES*

1) Preparation
   a. Supervisor greets
   b. Supervisor gives detailed instructions

2) Initiation
   a. Supervisor gives vague instructions
   b. Supervisor apologizes for giving incorrect material

3) Persistence
   a. Supervisor stands over worker
   b. Co-worker introduces distractions

4) Feedback
   a. Supervisor corrects/criticizes
   b. Supervisor requests constructive criticism of new employee
   c. Supervisor compliments
   d. Supervisor requests compliment of new employee
   e. Supervisor introduces time pressure

5) Changing
   a. Supervisor introduces new procedure

6) Cooperation
   a. Supervisor makes teamwork assignment
   b. Supervisor ends teamwork assignment

7) Socializing
   a. Supervisor socializes in appropriate setting
   b. Co-worker socializes in appropriate setting

*Note to trainer: Lesson 6 may take several sessions to complete. Each modeling segment (1-7) includes supervisory demands and worker behaviors that participants need to master. Pace the training materials to the learning capabilities of the group members.

Group Activity — Video-tape

"The VCT Modeling Scenes segment (163-3450) is composed of seven work situations. We will now discuss the first segment, task preparation." (Point to the above list. For training purposes, introduce each of the 7 tape segments using the 9 steps to follow. Study each carefully and be sure you understand the actions and materials involved.)

1. Write the situation type (tape label) and specific supervisor or co-worker demands in the SOAR diagram on the board (see below). Discuss the goals of the supervisor, co-worker, and worker in the situation, e.g.,

SOAR Diagram
Task Preparation

Situation	Options	Anticipations	Responses
Supervisor (S) greets			
S. gives detailed instructions			

2. Ask participants to use O and A thinking to suggest responses to each demand. List the options on the board. Following a discussion, mark useful options with a plus (+) and unhelpful ones with a minus (-). Place the evaluation of each option (+ or -) in the A column. Cross out unhelpful options.

3. Under the R column, arrange appropriate options for each demand in the order in which they should occur in an actual social situation.

Coping Cue Cards

4. Distribute the appropriate Coping Cue Card. Compare the list of responses on the board with those on the cue card. Add any new coping responses on the card to the list on the board.

Video-tape

5. Play the Preparation modeling scene (163). Lead a "SOAR" discussion on the contents of the tape, e.g., situation, options and anticipations, responses, and helpful PEs. Ask participants if they want to add any helpful responses to the SOAR diagram following discussion of the modeling tape.

6. Help partnerships develop a script that enables them to act out supervisory demands and worker responses. Role play those scripts. Provide feedback, positive feedback first.

7. Seeking volunteers initially, select one partnership to videotape. Play the videotape for the group to discuss. Orient group discussion toward complimentary feedback for desirable performance and helpful hints for improving inadequate performance.

8. To close the exercise, discuss PEs used by participants during the role play exercises.

9. Play the modeling scene one more time and discuss the strong points of the worker's responses. (Repeat steps 1-9 for each modeling scene segment.)

CLOSING REVIEW

Group discussion

"How did we apply the SOAR thinking in our modeling and role playing sessions?"

Discuss the use of the SOAR questions. Determine whether participants are able to use the problem-solving logic. "Here are some points to remember:"

S = Situation. We learn about the situation (S) based on...

1. Place differences
2. People cues (face, body, and voice)
3. Self factors (thoughts and feelings)

O = Options. What could you do ...

A = Anticipation. What would happen if ...

R = Response. Acting out your chosen option because it is useful (meets demands of the situation, is fair to you and to the other person, and is possible for you to do.)

"We just used this thinking to cope with some common job demands. Remember the responses that worked and use them again. When you are in a situation and you are not sure what to do, go through your SOAR steps. SOAR thinking helps you find a useful response."

VOCATIONAL COPING TRAINING

Module Seven

The Typical Work Day:
Practicing Vocational Coping

VCT MODULE SEVEN

The Typical Work Day: Practicing Vocational Coping

Activities	Materials	Instructions
		Introduction
Instruction	Video-tape PW # 12-13	"Here is one more opportunity to improve your work day responses. Watch the worker in the typical work day segment respond in a useful way (4778). Concentrate on watching how the worker responds to common job situations. While you watch the videotape, check the behaviors that you see the worker perform. Use pages 12 and 13 of the workbook for this activity. Watch what the supervisor is doing in the situation as well." 1. Greet the worker 2. Give detailed instructions 3. Apologize for giving incorrect material 4. Give vague instructions 5. Stand over worker 6. Provide distraction 7. Correct/criticize the worker 8. Request constructive criticism of a new employee 9. Compliment the worker 10. Request a compliment of a new worker 11. Introduce a time pressure 12. Change the instructions 13. Make a teamwork assignment 14. End teamwork task 15. Socialize with the worker Show Typical Work Day segment. Ask participants to study the Behavior (PW 12-13) and Style (PW 14) Rating Forms while they watch the videotape.

Group Discussion		"Now let's discuss the worker's responses to each of the supervisory behaviors."
	PW # 12-14	Focus this discussion on the Behavior Rating Form, pages 12-13 of the workbook, and the Style Rating Form, page 14 of the workbook. Ask for examples of worker behaviors in each of the supervisory conditions. Discuss the style of the worker behaviors as well.
VCT Evaluation		"We are now ready to close Vocational Coping Training. Before we do, we want your feedback regarding the program."
		Lead a group discussion based on the following questions: 1. What information in VCT did you find the most helpful for your future goals? 2. What information did you find the least helpful for your future goals? 3. What did you like the most about VCT training? 4. What did you like the least about VCT training? 5. What was the most unusual thing you learned? 6. What was the hardest thing we asked you to do? 7. What was the easiest thing we asked you to do? 8. What suggestions can you give us to make VCT better?
		"Record participant answers to each question so that you can incorporate improvements into your next VCT session."
	Module 7 Situation Cards	"Let's practice our SOAR thinking one last time. Each of these cards describes a common vocational situation. Pick a card and show how you would apply SOAR thinking to cope with the vocational situation."
	PW #15	Review SOAR steps on p. 15 of the workbook. Distribute cards. Repeat the exercise several times so that participants have ample opportunity to practice <u>SOARing</u>.

Group Discussion	Guide group members through a discussion of each situation using SOAR. Allow each participant the opportunity to analyze at least one of the situations.
Instruction	Close VCT by stressing the following idea: "You are now ready to SOAR above your problems. You are ready to survive and thrive in the job of your choice."

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